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ABSTRACT

The research was conducted to identify competencies appropriate for adult basic education (ABE) teachers who use the adult performance level (APL) approach, and to determine which are critical for ABE/APL teachers. A jury of APL authorities was impaneled to: (1) validate that all ABE competencies established by Mocker in 1974 were appropriate for APL teachers, and (2) identify APL competencies omitted from the ABE list. Their revised list of competencies was submitted as an inventory to selected, experienced APL educators for ranking on a 0-7 point scale, in order to determine a mean score for each competency, to serve as a basis for the rank order. Competencies in the top quartile were considered critical and are reported in the study as those basic to APL teaching. Competencies were also sorted into four categories: scope and goals of adult education, curriculum, instructional planning, and the learner. Results of the study are presented in tables showing the rank order of competencies in the top quartile and the ranked competencies by categories. Five pages are devoted to a discussion of the results, which are not considered absolute criteria. Appended are a list of jury members, the inventory, and the total list (186) of ranked competencies. (AJ)

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A STUDY TO DETERMINE COMPETENCIES NEEDED BY ABE/APL TEACHERS

by

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Adult Education

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CE007041

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February, 1976

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Introduction

Teaching adults to read and write in the United States has existed since the 1880's with the founding of the Americanization Crusade (Grattan, 1971). In recent years, however, two significant events occurred to create increased interest and growth in the field. First, Congress passed Title II-B of the Economic Opportunity Act (Public Law 88-452) on August 20, 1964. The program began to function in 1965, funded by the Office of Economic Opportunity and administered by the U. S. Office of Education (USOE) through the Adult Education branch. Further impetus came with U. S. Commissioner of Education, James E. Allen's (1969) assertion that in the next decade the nations' highest educational priority would be the eradication of illiteracy.

To achieve a literate nation requires training teachers for the millions of illiterate adults in our society. The first requirement in training Adult Basic Education (ABE) teachers is the identification of the critical competencies. The following study is based on research originally done by Mocker (1974) and is an attempt to extend that work to the area of the Adult Performance Level (APL) Project.

Rationale

The decision to extend the investigation of teacher competencies is the result of a series of observations and assumptions related to recent experiences in the national program for staff development by the Center for Resource Development in Adult Education.

First, it has been increasingly apparent during the past three years that both the concepts undergirding APL and early findings of

that project study were gathering strong interest and support at national, state and local levels in adult education. APL is appealing from a highly defensible point of view in light of current criticisms being levied at education as a whole. National visibility and endorsement of APL and almost immediate efforts to implement APL objectives in various areas of the nation have suggested that APL is likely to become the primary program base for the majority of adult education activities within the foreseeable future.

It is also observed that most efforts toward implementation have concentrated on the development of instructional materials and methods intended to achieve the performance of the objectives of APL. At the same time, there appears to be less than appropriate attention being given staff development in light of assumptions below.

These assumptions are:

1. APL develops from a totally different base than does ABE. ABE is in essence an elementary school curriculum modified in part to accommodate the advanced years and experiences of the student. Standards of achievement are, however, based on norms of what children can do at a given age and grade levels in an arbitrarily prescribed academic subject area.

   APL, in contrast, assesses achievement on the performance of given society-related tasks. This then provides a functional, as opposed to an academic, basis to curriculum development, instructional methods, and student evaluation.

2. Teachers currently teaching in traditional ABE programs, and new teachers drawn from the same pool, will be expected to teach the new curriculum. It is likely they will approach the new curriculum with unchanged attitudes and methods since those represent the total training and experience background they possess.

3. Nowhere in the field of education is a functional as opposed to academic base the general rule or practice. Neither do teacher training schools prepare their graduates to manage a learning process where functional goals are the intended outcomes. Teachers are, in short, prepared to teach subjects, not performances.

4. The burden of teacher preparation for APL will fall to states and local programs. If such staff development is to be more than intuitive in its approach, the competencies required for teaching the APL curriculum must be identified and then used as the intended outcomes for staff development training.

This study is designed to develop a base of information regarding the competencies necessary for successful teaching in APL programs with the intention that it be useful to those persons responsible for staff development at any level.

Definition of Terms

For the purpose of this study, the selected terms have been defined as follows:

(1) adult basic education learner - a person, sixteen years of age or older, who has not achieved an eighth grade education or its functional equivalent and who is enrolled in an adult basic education program;

(2) curriculum - a structured series of intended learning outcomes;

(3) instructional process - an organized plan established for the purpose of facilitating learning of the curriculum.

Purpose

The purpose of this research was two fold: (1) to identify the competencies that are appropriate for ABE teachers who use the APL approach, and (2) to determine those competencies which can be considered

critical for ABE/APL teachers.

Procedures

Phase I

The objective of Phase I was to establish and validate a list of teacher competencies that do represent the "total pool" from which teachers who use the APL approach can select those that are most important.

The first step in Phase I was to select a list of competencies which would serve as a basis for the validation process. For the purpose of this study, the list of ABE teacher competencies established by Mocker, 1974, was used.

The second step in Phase I was to validate the selected list of competencies. To establish validity, a jury (Appendix A) was impaneled. The jury had two tasks:

(1) to validate that all competencies listed fell within the domain of possible competencies for teachers using the APL approach;

(2) to identify those competencies which were omitted from the list.

The jury consisted of six members: (1) four persons from the University of Texas who have been envolved in APL teacher training or APL curriculum development; and (2) two teachers who had used the APL approach for at least one year.

A majority vote of four of the six members was sufficient to validate the list and to include newly identified competencies.

The final step in Phase I was to develop an inventory (Appendix B). In the inventory, the revised list of competencies were listed using a

0 - 7 point scale. This format was used to provide a technique to establish a ranking of the competencies.

Phase II

The objective of Phase II was to have expert ABE/APL teachers rank the validated competencies.

The first step in Phase II was to select teachers and administrators who were considered experts in the APL approach. The group was selected from the Austin, Texas area and all had one or more years experience in the APL approach.

The second step in Phase II was to administer the Competency Inventory, developed in Phase I, to the selected group. The purpose of this was to determine the mean score for each competency which would serve as the basis for the rank order.

Phase III

Using the means to determine priority, the competencies were ranked. Those competencies falling within the top quartile were considered to be critical and are reported in this study as the competencies which are basic to APL teacher training.

In addition to the single ranking of the competencies, each competency was also sorted into one of four categories: (1) Scope and Goals of Adult Education, (2) Curriculum, (3) Instructional Planning and (4) The Learner. The purpose of this classification was to aid staff development directors in planning teacher training programs.

Results

Phase I

No competency on the Mocker list received a majority of negative votes from the Validating Jury thus indicating all those competencies should be included in the study. A summary of the results from the Validating Jury are reported in Table I.

TABLE I

COMPETENCIES WHICH DO NOT FALL WITHIN DOMAIN OF STUDY

Number of competencies receiving:						
No Neg. Votes	One Neg. Vote	Two Neg. Votes	Three	Four	Five	Six
161	8	1	0	0	0	0

Table I shows that no competency was excluded from the study and there was general agreement that all the competencies should be included in the "pool" of potential competencies.

A majority of the Validating Jury agreed that the following competencies had been omitted from the original list.

Scope and Goals of Adult Education

1. understand the background, purpose and potential of the APL concept.
2. provide opportunities for personal growth and development toward the attainment of a positive self-image.
3. provide career counseling and training in occupational knowledge skills.
4. understand the relevance of APL and its effect on the entire process of education.
5. apply the concept of relevant education in the planning process.
6. understand the importance of problem-solving techniques in the planning process.
7. understand the importance of interpersonal relations in the planning process.
8. understand the importance of learner needs and wants in the planning process.

Curriculum

9. select curriculum based on expressed interest and needs of the learner.
10. incorporate knowledge of community resources in the curriculum.
11. incorporate occupational knowledge into the curriculum.
12. select curriculum that will aid the learner in developing an awareness of legal rights.
13. select curriculum that will provide the learner with the skills to become a problem-solver.
14. select curriculum which will emphasize the effects of interpersonal relations upon everyday life.

Instructional Process

15. use the community in the learning process.

16. one competency revised.

A total of 16 competencies applicable to APL were identified by the Validating Jury as being omitted from the original ABE list. These new competencies were added to the list and provided the basis for the Inventory used in Phase II.

Phase II

Eleven experienced and expert ABE/APL teachers were selected by the staff of the Adult Performance Level Project, The University of Texas, to rank the competencies. This group was administered a survey containing the total list and independent of each other indicated degree of importance for each competency.

The group can be characterized as having at least two years experience in ABE and at least one years' experience using the APL approach. Ten have had experience in classroom teaching using the APL approach with five of the ten also having experience with either curriculum development of APL materials or teacher training in APL.

Phase III

Using the means to determine rank order, the competencies were arranged by order of importance. Table II reports those competencies within the top quartile and Table III re-arranged those competencies into one of four categories: (1) Scope and Goals of Adult Education, (2) Curriculum, (3) Instructional Planning and (4) The Learner. The total list of ranked competencies are located in Appendix C.

TABLE II

RANK ORDER OF COMPETENCIES

IN TOP QUARTILE

Mean	Rank Order	Competencies
6.09	(1)	communicate effectively with learners.
6.09	(2)	select those components of a subject area which are essential to learners.
6.00	(3)	incorporate consumer education into the curriculum.
6.00	(4)	incorporate health and nutrition objectives into the curriculum.
5.91	(5)	differentiate between teaching children and teaching adults.
5.91	(6)	develop effective working relationships with learners.
5.91	(7)	provide continuous feedback to learners on their educational progress.
5.91	(8)	develop a climate that will encourage learners to participate.
5.82	(9)	incorporate knowledge of community resources in the curriculum.
5.82	(10)	incorporate occupational knowledge into the curriculum.
5.82	(11)	select materials and activities which promote consumer education.
5.64	(12)	select curriculum that will provide the learner with the skills to become a problem solver.
5.64	(13)	understand the relevance of APL and its effect on the entire process of education.
5.64	(14)	select materials and activities which promote learning about health and nutrition.
5.55	(15)	use a system to keep records of learners' progress.
5.45	(16)	refer learners to community agencies for specific social, educational and training needs.
5.45	(17)	use programmed and self-directed instructional materials.
5.45	(18)	guide and counsel learners.
5.45	(19)	establish a basis for mutual respect with learners.

Mean	Rank Order	Competencies
5.45	(20)	plan instructional activities which bring resources of the community to bear on needs of learners.
5.45	(21)	understand the importance of learner "needs" and "wants" in the planning process.
5.45	(22)	plan independent study with learners.
5.45	(23)	reinforce positive attitudes toward learning.
5.36	(24)	understand the background, purpose and potential of the APL concept.
5.36	(25)	select curriculum which will promote development of the learners' reading vocabulary.
5.36	(26)	understand the importance of interpersonal relations in the planning process.
5.36	(27)	select curriculum based on expressed interest and needs of the learner.
5.36	(28)	relate the democratic process to everyday lives of learners.
5.27	(29)	relate instructional content to the life of learners.
5.27	(30)	use appropriate methods and materials for teaching mathematics.
5.27	(31)	recognize the potentiality for growth in learners.
5.27	(32)	select materials and activities which promote learning about practical government.
5.18	(33)	place learners at their instructional level.
5.18	(34)	use appropriate methods and materials for teaching language arts.
5.18	(35)	participate in the process of evaluating one's own teaching effectiveness.
5.18	(36)	interpret the adult basic education program to other teachers and the community.
5.18	(37)	select curriculum which will aid the learners in developing an interest in reading.
5.18	(38)	use the community development approach.
5.09	(39)	assist learners who desire to assume new roles in society.

Mean	Rank Order	Competencies
5.09	(40)	identify the major functions of community agencies which serve the social, educational and training needs of learners.
5.09	(41)	identify the learners' interests and level of aspiration.
5.09	(42)	determine those principles of learning which apply to adults.
5.00	(43)	use the community in the learning process.
5.00	(44)	adjust teaching to accommodate individual and group characteristics.
5.00	(45)	devise instructional strategies that will develop within the learners a sense of confidence.
5.00	(46)	design an instructional plan based on results of diagnostic tests.
5.00	(47)	adjust instruction to provide for the social, psychological and physiological effects of aging.
5.00	(48)	use classrooms and other settings which provide for a comfortable learning environment.
5.00	(49)	adjust rate on instruction to the learners' rate of progress.
5.00	(50)	use the language experience approach to teach reading.
5.00	(51)	use appropriate methods and materials to remedy deficiencies in mathematics.
5.00	(52)	select curriculum which will emphasize the effects of interpersonal relations upon everyday life.
5.00	(53)	use appropriate materials and methods for specified reading deficiencies.

TABLE III

RANKED COMPETENCIES BY CATEGORIES

SCOPE AND GOALS OF ADULT EDUCATION

Means	Competencies
5.91	differentiate between teaching children and teaching adults.
5.64	understand the relevance of APL and its effect on the entire process of education.

SCOPE AND GOALS OF ADULT EDUCATION (cont.)

Mean	Competencies
5.45	understand the importance of learner "needs" and "wants" in the planning process.
5.36	understand the background, purpose and potential of the APL concept.
5.36	understand the importance of interpersonal relations in the planning process.
5.18	interpret the adult basic education program to other teachers and the community.
5.18	use the community development approach.

CURRICULUM

6.09	select those components of a subject area which are essential to learners.
6.00	incorporate consumer education into the curriculum.
6.00	incorporate health and nutrition objectives into the curriculum.
5.82	incorporate knowledge of community resources in the curriculum.
5.82	incorporate occupational knowledge into the curriculum.
5.64	select curriculum that will provide the learner with the skills to become a problem solver.
5.36	select curriculum which will promote development of the learners' reading vocabulary.
5.36	select curriculum based on expressed interest and needs of the learner.
5.18	select curriculum which will aid the learners in developing an interest in reading.
5.00	select curriculum which will emphasize the effects of interpersonal relations upon everyday life.

INSTRUCTIONAL PROCESS

6.09	communicate effectively with learners.
5.91	develop effective working relationships with learners.

INSTRUCTIONAL PROCESS (cont.)

Mean	Competencies
5.91	provide continuous feedback to learners on their educational progress.
5.91	develop a climate that will encourage learners to participate.
5.82	select materials and activities which promote consumer education.
5.64	select materials and activities which promote learning about health and nutrition.
5.55	use a system to keep records of learners' progress.
5.45	refer learners to community agencies for specific social, educational and training needs.
5.45	use programmed and self-directed instructional materials.
5.45	guide and counsel learners.
5.45	plan instructional activities which bring resources of the community to bear on needs of learners.
5.45	plan independent study with learners.
5.45	reinforce positive attitudes toward learning.
5.36	relate the democratic process to everyday lives of learners.
5.27	relate instructional content to the life of learners.
5.27	use appropriate methods and materials for teaching mathematics.
5.27	select materials and activities which promote learning about practical government.
5.18	place learners at their instructional level.
5.18	use appropriate methods and materials for teaching language arts.
5.18	participate in the process of evaluating one's own teaching effectiveness.
5.00	use the community in the learning process.
5.00	adjust teaching to accommodate individual and group characteristics.
5.00	devise instructional strategies that will develop within the learners a sense of confidence.

INSTRUCTIONAL PROCESS (cont.)

Mean	Competencies
5.00	design an instructional plan based on results of diagnostic tests.
5.00	adjust instruction to provide for the social, psychological and physiological effects of aging.
5.00	use classrooms and other settings which provide for a comfortable learning environment.
5.00	adjust rate of instruction to the learners' rate of progress.
5.00	use the language experience approach to teach reading.
5.00	use appropriate methods and materials to remedy deficiencies in mathematics.
5.00	use appropriate materials and methods for specified reading deficiencies.

ABE LEARNER

5.45	establish a basis for mutual respect with learners.
5.27	recognize the potentiality for growth in learners.
5.09	assist learners who desire to assume new roles in society.
5.09	identify the major functions of community agencies which serve the social, educational and training needs of learners.
5.09	identify the learners' interests and level of aspiration.
5.09	determine those principles of learning which apply to adults.

Table I lists 53 competencies in rank order by means and these competencies were re-classified in Table II according to predetermined criteria. Seven (7) of the competencies were classified under Scope and Goals of Adult Education, ten (10) were classified under Curriculum, thirty (30) of the competencies were classified under Instructional Process, and six (6) classified under ABE Learner.

DISCUSSION

The results of this study should be interpreted as only giving general direction to staff development and should not be considered absolute criteria. It was an initial effort to help the field think about what skills are needed by ABE teachers who are using the APL approach. Reading too much into specific rankings will obscure the importance of the study. However, looking at the top 53 competencies as a group should help staff developers in making decisions about teacher training.

Phase I

The APL approach is more than a new set of instructional materials. It is more than different methodology or reorganization of classroom structure. It may include these things, but it is more. It is a different way of thinking about the goals of ABE and the curriculum used by classroom teachers. The result of the first step of the APL development at the University of Texas was a taxonomy of adult needs which were referred to by that staff as general knowledge areas. These knowledge areas were different "intended learning outcomes" and became the basis for the development of a new, or at least a drastically revised ABE curriculum. These new knowledge areas are, Consumer Economics, Occupational Information, Health, Government and Law and Community Resources.

The results of Phase I of this study indicated that the validating panel had the basic philosophy of the APL approach and realized where the omissions were in the original list. The panel added eight new competencies to the Scope and Goal category and six new competencies to the Curriculum category. No competencies were added to the Learner category

and only two to the Instructional Process category.

Phase II

Although the number of the validating panel was small, they were considered the most experienced by the University of Texas staff. Considering the APL movement is less than three years old in its development, this group can be regarded as experts where few exist nation-wide at this point in time.

Phase III

Two cursory observations of the data at the outset lend initial credibility to both the survey instrument and the responses it elicited. First, the means for the 186 individual items ranged from a high of 6.09 (with 7.0 the highest possible) to a low of 2.09 (with 0. the lowest possible). The frequency distribution of means produces a normal curve with the modal point at 4.5. This demonstrates the power of the survey instrument to establish discrimination among the several items rather than tending either to be a skeweded or a leptokurtic distribution.

Second, the 53 items in the top quartile are drawn from across the total list of competencies which suggests that the respondents were sensitive to individual items throughout the selection and recording process.

For purposes of the discussion here, the top quartile of the total rank ordering of APL related competencies are considered to be the most critical and of greatest potential interest to persons concerned with staff development. The list should be considered as a priority grouping rather than in terms of individual rank order since several items share common means and the differences between means can not be adequately

evaluated as to significance.

The numerical top quartile of the list would be Items 1 through 47. However, because Items 43 through 53 have the same mean, the top quartile in this survey includes Items 1 through 53. Those items are listed in Table II and represent the perceptions of experienced APL teachers concerning those competencies which are of greatest importance to successful teaching in APL. As such it follows that staff development efforts may find such information useful as a basis for planning training activities.

These priority items are dominated by instructional concerns with 30 Instructional Process competencies falling in the top quartile. Of the remaining 23 priority competencies, 10 are related to Curriculum, 7 to the Scope and Goals of Adult Education, and 6 to the Adult Learner. (See Table III)

Ten of the new specific APL competencies, which were introduced by the jury in Phase I of the study, emerged in the top quartile of 53 items. This tends both to validate the work of the jury and to suggest that competencies, not required for traditional ABE instruction, are of major importance for APL instruction.

The idea that APL teachers may require substantially different competencies than do traditional ABE teachers is further indicated when the priorities established in this study are compared and contrasted with previous competency studies conducted with ABE teachers only.

During the past two years, the Mocker survey instrument was administered to selected area populations of ABE teachers with a total of 612 respondents. The top quartile of priorities for this total population contains 42 competencies, ranked by means. (For purposes of discussion,

the present study will be referred to as "APL Competencies" and the previous studies with the N=612 will be called "ABE Competencies".)

The most striking feature of this comparison is the displacement of 26 of the ABE Competencies by APL Competencies or a change of 62 per cent. Of these 26 items in the top 42 positions, 8 are new competencies added by the Phase I jury. Eighteen (18) are competencies included in the earlier ABE studies but which were perceived as of lesser importance by traditional ABE teachers.

In a broad sense APL teachers seem to attach greater importance to community resources and orientation and to problem-solving. They show strong concern for functional curricula in areas such as occupations, health and nutrition, consumer education and government and are more concerned for an active role for the student in the planning/learning process.

They also show generally less concern for individualization, teacher behavior, classroom management, methodologies and are somewhat less preoccupied with affective considerations.

Both APL and ABE teachers hold effective communication with students as the top priority, view the learning climate as of major importance, seek to develop effective working relationships with students, and understand the importance of differentiating between teaching adults and teaching children. These four competencies rank no lower than eight on either list.

The significance of this study and priority competencies established for APL instruction will depend upon its interpretation and use by those

who have responsibility for developing staff development activities for APL teachers. The study has certain obvious limitations which have been acknowledged and defined earlier.

These limitations notwithstanding, the study is a first systematic effort to identify new staff development needs which attend a new approach and a new curriculum in adult basic education. It is offered as an alternative to the intuition which has for so long guided decision-making in staff development.

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APPENDIX A

VALIDATING JURY

Earned Degrees	APL Experience
John Dunkin	
Bachlors - Baylor University (Physical Education & English)	2 Years, APL teacher and part-time APL developer
Daniel J. DeGuire	
Bachlors - St. Edwards' University (English)	1 Year, APL administrator and part-time teacher
Masters - Trinity College (English Education)	
Leni Greenfield	
Bachlors - State University of New York - Buffalo (Elementary Education)	2 Years, full-time APL developer
Masters - University of Texas - Austin (Curriculum & Instruction)	
Buddy Lyle	
Bachlors - Arkansas State Teachers College (Physical Education)	2 Years, part-time APL developer
Masters - Arkansas State University (Counseling)	

Earned Degrees	APL Experience
Arnold A. Nored	
Bachlors - Oklahoma State University (Social Studies)	2 Years, full-time APL developer
Flynn Powers	
Bachlors - University of Texas (English and History)	1 Year, full-time APL developer

APPENDIX B

ADULT BASIC EDUCATION/ADULT PERFORMANCE LEVEL

TEACHER COMPETENCY INVENTORY

(A study conducted in cooperation with The University of Texas, Adult Performance Level Project.)

Center for Resource Development in Adult Education

School of Education

University of Missouri - Kansas City

Dona'd W. Mocker

George E. Spear

January, 1976

PLEASE:

. complete Information Sheet

. read directions

. complete entire Inventory

Thank you for your help and cooperation. Each person will receive results of the study.

INFORMATION SHEET

Name (Print)_____

Address_____

City_____State_____Zip Code_____

Degrees Obtained

	Institute	Major	Year
Bachlors			
Masters			
Doctorate			

Years of Experience in ABE

_____Less than 1 Year

_____1 Year

_____2 Years

_____3 Years

_____More than 3 Years

Years of Experience in APL

_____Less than 1 Year

_____1 Year

_____2 Years

_____3 Years

_____More than 3 Years

Type of Experience You Have Had in APL

_____Classroom teaching using APL approach

_____Curriculum development of APL materials

_____Research of APL

_____Teacher training in APL

Today's date_____

ABE/APL

TEACHER COMPETENCY INVENTORY

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
1. arrange and conduct field trips.	0 1 2 3 4 5 6 7
2. use mass media for educational purposes.	0 1 2 3 4 5 6 7
3. collect information on the cultural and social forces that influence the learners.	0 1 2 3 4 5 6 7
4. determine the difficulty, validity and reliability of teacher-made tests.	0 1 2 3 4 5 6 7
5. use criterion-referenced evaluation instruments.	0 1 2 3 4 5 6 7
6. identify similarities and differences between two or more educational philosophies.	0 1 2 3 4 5 6 7
7. interpret informal reading inventories.	0 1 2 3 4 5 6 7
8. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.	0 1 2 3 4 5 6 7
9. maintain discipline in the classroom.	0 1 2 3 4 5 6 7
10. assess anxieties about learning that are specific to identifiable groups of learners.	0 1 2 3 4 5 6 7
11. write instructional materials.	0 1 2 3 4 5 6 7
12. use the community in the learning process.	0 1 2 3 4 5 6 7
13. identify the major topics and concepts of each subject he/she teaches.	0 1 2 3 4 5 6 7
14. use instructional materials which are congruent with specific curricular goals.	0 1 2 3 4 5 6 7
15. select curriculum which integrates reading comprehension and vocabulary development with each content area.	0 1 2 3 4 5 6 7
16. try novel and unique strategies in broadening horizons of learners.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importar ... critical (circle only one)
17. adjust teaching to accommodate individual and group characteristics.	0 1 2 3 4 5 6 7
18. understand the importance of problem solving techniques in the planning process.	0 1 2 3 4 5 6 7
19. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	0 1 2 3 4 5 6 7
20. interpret and use the results of standardized achievement tests.	0 1 2 3 4 5 6 7
21. apply theory to the process of program development.	0 1 2 3 4 5 6 7
22. adapt instructional activities for the physically handicapped.	0 1 2 3 4 5 6 7
23. apply the concept of relevant education in the planning process.	0 1 2 3 4 5 6 7
24. recognize the similarities and differences between general and vocational education.	0 1 2 3 4 5 6 7
25. recognize action words appropriate to a given behavior.	0 1 2 3 4 5 6 7
26. aid the learner in obtaining employment or on-the-job training.	0 1 2 3 4 5 6 7
27. understand the background, purpose and potential of the APL concept.	0 1 2 3 4 5 6 7
28. incorporate ecology into the curriculum.	0 1 2 3 4 5 6 7
29. maintain a clean, orderly classroom.	0 1 2 3 4 5 6 7
30. design instructional strategies for all levels of the cognitive domain.	0 1 2 3 4 5 6 7
31. use humor in the classroom.	0 1 2 3 4 5 6 7
32. design activities to develop problem solving abilities within learners.	0 1 2 3 4 5 6 7
33. relate instructional content to the life of learners.	0 1 2 3 4 5 6 7
34. construct informal reading inventories.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
35. provide career counseling and training in occupational knowledge skills.	0 1 2 3 4 5 6 7
36. select curriculum which will develop all levels of reading comprehension.	0 1 2 3 4 5 6 7
37. place learners at their instructional level.	0 1 2 3 4 5 6 7
38. use appropriate methods and materials for teaching language arts.	0 1 2 3 4 5 6 7
39. select curriculum which develops study patterns.	0 1 2 3 4 5 6 7
40. provide practical activities for learners which reinforce classroom instruction.	0 1 2 3 4 5 6 7
41. participate in the process of program evaluation.	0 1 2 3 4 5 6 7
42. devise instructional strategies that will develop within the learners a sense of confidence.	0 1 2 3 4 5 6 7
43. select curriculum according to appropriate sequence, continuity and integration.	0 1 2 3 4 5 6 7
44. construct informal tests and measurement techniques to evaluate learners' achievements.	0 1 2 3 4 5 6 7
45. apply criteria for the selection and evaluation of instructional materials.	0 1 2 3 4 5 6 7
46. select curriculum that will aid the learner in developing an awarness of legal rights.	0 1 2 3 4 5 6 7
47. apply principles of attitude and behavior change in the instructional process.	0 1 2 3 4 5 6 7
48. diagnose learners' basic reading skills.	0 1 2 3 4 5 6 7
49. include the essential elements of the communication process (listening, speaking, reading, viewing, and writing) when selecting curriculum.	0 1 2 3 4 5 6 7
50. use information from professional journals, organizations and associations.	0 1 2 3 4 5 6 7
51. select materials and activities which promote the learners' liberal education.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
52. diagnose learners' basic mathematical skills.	0 1 2 3 4 5 6 7
53. function in a team teaching situation.	0 1 2 3 4 5 6 7
54. incorporate practical government into the curriculum.	0 1 2 3 4 5 6 7
55. select mathematic concepts according to logical order.	0 1 2 3 4 5 6 7
56. adjust program to respond to the changing needs of learners.	0 1 2 3 4 5 6 7
57. relate classroom activities to the job experience of learners.	0 1 2 3 4 5 6 7
58. select reading curriculum according to logical order.	0 1 2 3 4 5 6 7
59. maintain interest of students in classroom activities.	0 1 2 3 4 5 6 7
60. use learners' oral language facility, including dialect, as the basis for developing skills in standard English.	0 1 2 3 4 5 6 7
61. identify causes of discrimination.	0 1 2 3 4 5 6 7
62. summarize and review the main points of a lesson or demonstration.	0 1 2 3 4 5 6 7
63. apply knowledge of materials and procedures gained from other teachers.	0 1 2 3 4 5 6 7
64. use the services of state and local agencies responsible for adult basic education.	0 1 2 3 4 5 6 7
65. develop generalizations supported by facts.	0 1 2 3 4 5 6 7
66. design an instructional plan based on results of diagnostic tests.	0 1 2 3 4 5 6 7
67. provide opportunities for personal growth and development toward the attainment of a positive self-image.	0 1 2 3 4 5 6 7
68. choose tests that yield necessary data on learners.	0 1 2 3 4 5 6 7
69. use the services of local adult basic education advisory committees.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
70. construct profiles which reflect learners' attainment, potential and expectations in reading.	0 1 2 3 4 5 6 7
71. apply basic principles of adult learning to instructional situations.	0 1 2 3 4 5 6 7
72. select curriculum which will help learners control and adjust to change.	0 1 2 3 4 5 6 7
73. collect information on the learners' physical, mental and social development.	0 1 2 3 4 5 6 7
74. involve learners in the process of formulating instructional objectives.	0 1 2 3 4 5 6 7
75. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.	0 1 2 3 4 5 6 7
76. administer standardized tests.	0 1 2 3 4 5 6 7
77. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	0 1 2 3 4 5 6 7
78. recruit the learners.	0 1 2 3 4 5 6 7
79. include concepts of modern math when selecting curriculum.	0 1 2 3 4 5 6 7
80. select curriculum which will develop oral language skills.	0 1 2 3 4 5 6 7
81. apply generalizations to specific situations.	0 1 2 3 4 5 6 7
82. identify potential talents of learners.	0 1 2 3 4 5 6 7
83. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.	0 1 2 3 4 5 6 7
84. explain what is individually prescribed instruction.	0 1 2 3 4 5 6 7
85. prepare new teachers for innovative and changing programs.	0 1 2 3 4 5 6 7
86. give examples of concepts and principles.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
87. select curriculum which will promote development of the learners' reading vocabulary.	0 1 2 3 4 5 6 7
88. incorporate knowledge of community resources in the curriculum.	0 1 2 3 4 5 6 7
89. identify new developments, recent recommendations and current issues in adult education.	0 1 2 3 4 5 6 7
90. use appropriate methods and materials for teaching mathematics.	0 1 2 3 4 5 6 7
91. participate in the process of evaluating one's own teaching effectiveness.	0 1 2 3 4 5 6 7
92. communicate effectively with learners.	0 1 2 3 4 5 6 7
93. analyze reasons for learners' participating in educational programs.	0 1 2 3 4 5 6 7
94. apply concepts of liberal education to adult basic education.	0 1 2 3 4 5 6 7
95. describe the learning characteristics of the adult.	0 1 2 3 4 5 6 7
96. incorporate consumer education into the curriculum.	0 1 2 3 4 5 6 7
97. use behaviorally stated objectives.	0 1 2 3 4 5 6 7
98. refer learners to community agencies for specific social, educational and training needs.	0 1 2 3 4 5 6 7
99. select instructional materials which relate to the background of learners.	0 1 2 3 4 5 6 7
100. use techniques of public relations.	0 1 2 3 4 5 6 7
101. select objectives from the psychomotor domain.	0 1 2 3 4 5 6 7
102. interpret informal math inventories.	0 1 2 3 4 5 6 7
103. relate knowledge of economic and labor market information to the vocational interests of learners.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
104. assist learners who desire to assume new roles in society.	0 1 2 3 4 5 6 7
105. operate a learning laboratory.	0 1 2 3 4 5 6 7
106. use techniques to facilitate recall.	0 1 2 3 4 5 6 7
107. interpret the social structure and characteristics of the community.	0 1 2 3 4 5 6 7
108. adjust instruction to provide for the social, psychological and physiological effects of aging.	0 1 2 3 4 5 6 7
109. select materials and activities which promote consumer education.	0 1 2 3 4 5 6 7
110. select curriculum which will develop word attack skills.	0 1 2 3 4 5 6 7
111. apply synthetic and analytic word learning methods as determined by diagnosis.	0 1 2 3 4 5 6 7
112. evaluate instructional objectives.	0 1 2 3 4 5 6 7
113. reinforce positive attitudes toward learning.	0 1 2 3 4 5 6 7
114. use programmed and self-directed instructional materials.	0 1 2 3 4 5 6 7
115. select those components of a subject area which are essential to learners.	0 1 2 3 4 5 6 7
116. apply basic principles of group dynamics and leadership techniques.	0 1 2 3 4 5 6 7
117. gather information concerning psychological problems of the learners.	0 1 2 3 4 5 6 7
118. recognize the value system of learners to be appropriate for the environment in which they live.	0 1 2 3 4 5 6 7
119. differentiate between teaching children and teaching adults.	0 1 2 3 4 5 6 7
120. use classrooms and other settings which provide for a comfortable learning environment.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
121. recognize the historic and contemporary approaches to literacy.	0 1 2 3 4 5 6 7
122. construct audio-visual materials.	0 1 2 3 4 5 6 7
123. list the major causes of reading difficulties in adult learners.	0 1 2 3 4 5 6 7
124. maintain current information concerning commercial instructional materials.	0 1 2 3 4 5 6 7
125. describe the relationship of adult basic education to adult education.	0 1 2 3 4 5 6 7
126. adjust rate on instruction to the learners' rate of progress.	0 1 2 3 4 5 6 7
127. differentiate between goals and objectives.	0 1 2 3 4 5 6 7
128. select materials and activities which develop study patterns.	0 1 2 3 4 5 6 7
129. coordinate and supervise classroom activities.	0 1 2 3 4 5 6 7
130. administer interest inventories.	0 1 2 3 4 5 6 7
131. apply pertinent research.	0 1 2 3 4 5 6 7
132. guide and counsel learners.	0 1 2 3 4 5 6 7
133. recognize the potentiality for growth in learners.	0 1 2 3 4 5 6 7
134. determine reasons for low self-concept of learners.	0 1 2 3 4 5 6 7
135. determine modes and rates of instruction through diagnosis.	0 1 2 3 4 5 6 7
136. establish a basis for mutual respect with learners.	0 1 2 3 4 5 6 7
137. write objectives in behavioral terms.	0 1 2 3 4 5 6 7
138. operate duplicating equipment and instructional hardware.	0 1 2 3 4 5 6 7
139. use the language experience approach to teach reading.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
140. interpret the adult basic education program to other teachers and the community.	0 1 2 3 4 5 6 7
141. use appropriate methods and materials to remedy deficiencies in mathematics.	0 1 2 3 4 5 6 7
142. administer informal math inventories.	0 1 2 3 4 5 6 7
143. select materials and activities which promote learning about ecology.	0 1 2 3 4 5 6 7
144. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.	0 1 2 3 4 5 6 7
145. determine the modality(ies) by which individuals learn most effectively.	0 1 2 3 4 5 6 7
146. use knowledge of adult developmental characteristics to select curriculum.	0 1 2 3 4 5 6 7
147. demonstrate commitment to lifelong learning by participating in continuing education activities.	0 1 2 3 4 5 6 7
148. select curriculum which will emphasize the effects of interpersonal relations upon everyday life.	0 1 2 3 4 5 6 7
149. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	0 1 2 3 4 5 6 7
150. use a system to keep records of learners' progress.	0 1 2 3 4 5 6 7
151. plan instructional activities which bring resources of the community to bear on needs of learners.	0 1 2 3 4 5 6 7
152. gather information on the economically disadvantaged in various ethnic groups.	0 1 2 3 4 5 6 7
153. identify the major functions of community agencies which serve the social, educational and training needs of learners.	0 1 2 3 4 5 6 7
154. select curriculum which will aid the learners in developing an interest in reading.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
155. develop effective working relationships with learners.	0 1 2 3 4 5 6 7
156. interpret social characteristics of learners.	0 1 2 3 4 5 6 7
157. select curriculum that will provide the learner with the skills to become a problem solver.	0 1 2 3 4 5 6 7
158. identify and analyze terminal behaviors.	0 1 2 3 4 5 6 7
159. understand the relevance of APL and its effect on the entire process of education.	0 1 2 3 4 5 6 7
160. identify the learners' interests and level of aspiration.	0 1 2 3 4 5 6 7
161. understand the importance of interpersonal relations in the planning process.	0 1 2 3 4 5 6 7
162. understand the importance of learner "needs" and "wants" in the planning process.	0 1 2 3 4 5 6 7
163. select materials and activities which promote learning about practical government.	0 1 2 3 4 5 6 7
164. assess the effects of discrimination on the learners.	0 1 2 3 4 5 6 7
165. select curriculum based on expressed interest and needs of the learner.	0 1 2 3 4 5 6 7
166. provide continuous feedback to learners on their educational progress.	0 1 2 3 4 5 6 7
167. develop a climate that will encourage learners to participate.	0 1 2 3 4 5 6 7
168. recognize the nature and intent of adult basic education legislation including financing.	0 1 2 3 4 5 6 7
169. incorporate occupation knowledge into the curriculum.	0 1 2 3 4 5 6 7
170. adjust the administration and interpretation of tests according to the behavioral characteristics of adults.	0 1 2 3 4 5 6 7
171. interpret national, state and local objectives of adult basic education.	0 1 2 3 4 5 6 7

To what degree should an APL teacher be able to:	no importance ... critical (circle only one)
172. select materials and activities which promote learning about health and nutrition.	0 1 2 3 4 5 6 7
173. use appropriate materials and methods for specified reading deficiencies.	0 1 2 3 4 5 6 7
174. design instructional strategies for all levels of the affective domain.	0 1 2 3 4 5 6 7
175. select curriculum which emphasizes noteworthy current events.	0 1 2 3 4 5 6 7
176. determine those principles of learning which apply to adults.	0 1 2 3 4 5 6 7
177. use the community development approach.	0 1 2 3 4 5 6 7
178. analyze the impact of prior educational experiences upon learners.	0 1 2 3 4 5 6 7
179. administer informal reading inventories.	0 1 2 3 4 5 6 7
180. incorporate health and nutrition objectives into the curriculum.	0 1 2 3 4 5 6 7
181. relate the democratic process to everyday lives of learners.	0 1 2 3 4 5 6 7
182. identify major causes of the literacy problem in the United States.	0 1 2 3 4 5 6 7
183. select curriculum which provides for the development of liberal education for the learners.	0 1 2 3 4 5 6 7
184. plan independent study with learners.	0 1 2 3 4 5 6 7
185. make daily lesson plans.	0 1 2 3 4 5 6 7
186. arrange flexible grouping for learning.	0 1 2 3 4 5 6 7

APPENDIX C

TOTAL LIST OF RANKED COMPETENCIES

Mean	Rank Order	Competencies
6.09	(1)	communicate effectively with learners.
6.09	(2)	select those components of a subject area which are essential to learners.
6.00	(3)	incorporate consumer education into the curriculum.
6.00	(4)	incorporate health and nutrition objectives into the curriculum.
5.91	(5)	differentiate between teaching children and teaching adults.
5.91	(6)	develop effective working relationships with learners.
5.91	(7)	provide continuous feedback to learners on their educational progress.
5.91	(8)	develop a climate that will encourage learners to participate.
5.82	(9)	incorporate knowledge of community resources in the curriculum.
5.82	(10)	incorporate occupational knowledge into the curriculum.
5.82	(11)	select materials and activities which promote consumer education.
5.64	(12)	select curriculum that will provide the learner with the skills to become a problem solver.
5.64	(13)	understand the relevance of APL and its effect on the entire process of education.
5.64	(14)	select materials and activities which promote learning about health and nutrition.
5.55	(15)	use a system to keep records of learners' progress.
5.45	(16)	refer learners to community agencies for specific social, educational and training needs.
5.45	(17)	use programmed and self-directed instructional materials.
5.45	(18)	guide and counsel learners.
5.45	(19)	establish a basis for mutual respect with learners.

Mean	Rank Order	Competencies
5.45	(20)	plan instructional activities which bring resources of the community to bear on needs of learners.
5.45	(21)	understand the importance of learner "needs" and "wants" in the planning process.
5.45	(22)	plan independent study with learners.
5.45	(23)	reinforce positive attitudes toward learning.
5.36	(24)	understand the background, purpose and potential of the APL concept.
5.36	(25)	select curriculum which will promote development of the learners' reading vocabulary.
5.36	(26)	understand the importance of interpersonal relations in the planning process.
5.36	(27)	select curriculum based on expressed interest and needs of the learner.
5.36	(28)	relate the democratic process to everyday lives of learners.
5.27	(29)	relate instructional content to the life of learners.
5.27	(30)	use appropriate methods and materials for teaching mathematics.
5.27	(31)	recognize the potentiality for growth in learners.
5.27	(32)	select materials and activities which promote learning about practical government.
5.18	(33)	place learners at their instructional level.
5.18	(34)	use appropriate methods and materials for teaching language arts.
5.18	(35)	participate in the process of evaluating one's own teaching effectiveness.
5.18	(36)	interpret the adult basic education program to other teachers and the community.
5.18	(37)	select curriculum which will aid the learners in developing an interest in reading.
5.18	(38)	use the community development approach.
5.09	(39)	assist learners who desire to assume new roles in society.

Mean	Rank Order	Competencies
5.09	(40)	identify the major functions of community agencies which serve the social, educational and training needs of learners.
5.09	(41)	identify the learners' interests and level of aspiration.
5.09	(42)	determine those principles of learning which apply to adults.
5.00	(43)	use the community in the learning process.
5.00	(44)	adjust teaching to accommodate individual and group characteristics.
5.00	(45)	devise instructional strategies that will develop within the learners a sense of confidence.
5.00	(46)	design an instructional plan based on results of diagnostic tests.
5.00	(47)	adjust instruction to provide for the social, psychological and physiological effects of aging.
5.00	(48)	use classrooms and other settings which provide for a comfortable learning environment.
5.00	(49)	adjust rate on instruction to the learners' rate of progress.
5.00	(50)	use the language experience approach to teach reading.
5.00	(51)	use appropriate methods and materials to remedy deficiencies in mathematics.
5.00	(52)	select curriculum which will emphasize the effects of interpersonal relations upon everyday life.
5.00	(53)	use appropriate materials and methods for specified reading deficiencies.
4.9	(54)	provide practical activities for learners which reinforce classroom instruction.
4.9	(55)	adjust program to respond to the changing needs of learners.
4.9	(56)	apply knowledge of materials and procedures gained from other teachers.
4.9	(57)	provide opportunities for personal growth and development toward the attainment of a positive self-image.
4.9	(58)	recognize the value system of learners to be appropriate for the environment in which they live.
4.9	(59)	select curriculum which emphasizes noteworthy current events.

Mean	Rank Order	Competencies
4.81	(60)	identify the major topics and concepts of each subject he/she teaches.
4.81	(61)	use instructional materials which are congruent with specific curricular goals.
4.81	(62)	include the essential elements of the communication process (listening, speaking, reading, viewing, and writing) when selecting curriculum.
4.81	(63)	maintain interest of students in classroom activities.
4.81	(64)	use the services of state and local agencies responsible for adult basic education.
4.81	(65)	choose tests that yield necessary data on learners.
4.81	(66)	use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.
4.81	(67)	operate a learning laboratory.
4.81	(68)	evaluate instructional objectives.
4.81	(69)	maintain current information concerning commercial instructional materials.
4.81	(70)	design instructional strategies for all levels of the affective domain.
4.72	(71)	apply basic principles of adult learning to instructional situations.
4.72	(72)	demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.
4.72	(73)	apply basic principles of group dynamics and leadership techniques.
4.72	(74)	determine the modality(ies) by which individuals learn most effectively.
4.72	(75)	adjust the administration and interpretation of tests according to the behavioral characteristics of adults.
4.63	(76)	design activities to develop problem solving abilities within learners.

Mean	Rank Order	Competencies
4.63	(77)	participate in the process of program evaluation.
4.63	(78)	diagnose learners' basic mathematical skills.
4.63	(79)	select mathematic concepts according to logical order.
4.63	(80)	select curriculum which will develop oral language skills.
4.63	(81)	relate knowledge of economic and labor market information to the vocational interests of learners.
4.63	(82)	use knowledge of adult developmental characteristics to select curriculum.
4.63	(83)	analyze the impact of prior educational experiences upon learners.
4.54	(84)	collect information on the cultural and social forces that influence the learners.
4.54	(85)	use humor in the classroom.
4.54	(86)	select curriculum that will aid the learner in developing an awareness of legal rights.
4.54	(87)	explain what is individually prescribed instruction.
4.54	(88)	select instructional materials which relate to the background of learners.
4.54	(89)	use techniques of public relations.
4.54	(90)	use techniques to facilitate recall.
4.54	(91)	determine modes and rates of instruction through diagnosis.
4.54	(92)	arrange flexible grouping for learning.
4.45	(93)	use mass media for educational purposes.
4.45	(94)	use criterion-referenced evaluation instruments.
4.45	(95)	select curriculum which integrates reading comprehension and vocabulary development with each content area.
4.45	(96)	apply the concept of relevant education in the planning process.
4.45	(97)	recognize the similarities and differences between general and vocational education.

Mean	Rank Order	Competencies
4.45	(98)	select curriculum according to appropriate sequence, continuity and integration.
4.45	(99)	apply criteria for the selection and evaluation of instructional materials.
4.45	(100)	diagnose learners' basic reading skills.
4.45	(101)	function in a team teaching situation.
4.45	(102)	incorporate practical government into the curriculum.
4.45	(103)	relate classroom activities to the job experience of learners.
4.45	(104)	identify new developments, recent recommendations and current issues in adult education.
4.45	(105)	select curriculum which will develop word attack skills.
4.45	(106)	select materials and activities which develop study patterns.
4.45	(107)	operate duplicating equipment and instructional hardware.
4.45	(108)	demonstrate commitment to lifelong learning by participating in continuing education activities.
4.45	(109)	prepare new teachers for innovative and changing programs.
4.36	(110)	understand the importance of problem solving techniques in the planning process.
4.36	(111)	select reading curriculum according to logical order.
4.36	(112)	apply synthetic and analytic word learning methods as determined by diagnosis.
4.36	(113)	coordinate and supervise classroom activities.
4.36	(114)	determine reasons for low self-concept of learners.
4.36	(115)	select curriculum which provides for the development of liberal education for the learners.
4.27	(116)	select curriculum which will develop all levels of reading comprehension.
4.27	(117)	construct audio-visual materials.
4.27	(118)	apply pertinent research.

Mean	Rank Order	Competencies
4.27	(119)	administer informal math inventories.
4.27	(120)	identify and analyze terminal behaviors.
4.27	(121)	recognize the nature and intent of adult basic education legislation including financing.
4.18	(122)	assess anxieties about learning that are specific to identifiable groups of learners.
4.18	(123)	write instructional materials.
4.18	(124)	select curriculum which develops study patterns.
4.18	(125)	summarize and review the main points of a lesson or demonstration.
4.18	(126)	identify potential talents of learners.
4.18	(127)	interpret informal math inventories.
4.18	(128)	list the major causes of reading difficulties in adult learners.
4.18	(129)	interpret national, state and local objectives of adult basic education.
4.09	(130)	apply principles of attitude and behavior change in the instructional process.
4.09	(131)	select curriculum which will help learners control and adjust to change.
4.09	(132)	select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.
4.09	(133)	apply concepts of liberal education to adult basic education.
4.09	(134)	describe the learning characteristics of the adult.
4.09	(135)	administer informal reading inventories.
4.0	(136)	recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.
4.0	(137)	integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.
4.0	(138)	provide career counseling and training in occupational knowledge skills.
4.0	(139)	select materials and activities which promote the learners' liberal education.

Mean	Rank Order	Competencies
4.0	(140)	use learners' oral language facility, including dialect, as the basis for developing skills in standard English.
4.0	(141)	use behaviorally stated objectives.
4.0	(142)	give examples of concepts and principles.
3.9	(143)	determine the difficulty, validity and reliability of teacher-made tests.
3.9	(144)	design instructional strategies for all levels of the cognitive domain.
3.9	(145)	construct informal tests and measurement techniques to evaluate learners' achievements.
3.9	(146)	use the services of local adult basic education advisory committees.
3.9	(147)	construct profiles which reflect learners' attainment, potential and expectations in reading.
3.9	(148)	recruit the learners.
3.9	(149)	interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.
3.9	(150)	interpret social characteristics of learners.
3.9	(151)	differentiate between goals and objectives.
3.81	(152)	try novel and unique strategies in broadening horizons of learners.
3.81	(153)	aid the learner in obtaining employment or on-the-job training.
3.81	(154)	apply generalizations to specific situations.
3.81	(155)	administer interest inventories.
3.81	(156)	identify major causes of the literacy problem in the United States.
3.72	(157)	use information from professional journals, organizations and associations.
3.72	(158)	select objectives from the psychomotor domain.
3.72	(159)	write objectives in behavioral terms.
3.72	(160)	select materials and activities which promote learning about ecology.

Mean	Rank Order	Competencies
3.63	(161)	interpret informal reading inventories.
3.63	(162)	develop generalizations supported by facts.
3.63	(163)	differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.
3.54	(164)	recognize action words appropriate to a given behavior.
3.54	(165)	analyze reasons for learners' participating in educational programs.
3.54	(166)	gather information concerning psychological problems of the learners.
3.45	(167)	arrange and conduct field trips.
3.45	(168)	describe the relationship of adult basic education to adult education.
3.36	(169)	adapt instructional activities for the physically handicapped.
3.36	(170)	collect information on the learners' physical, mental and social development.
3.36	(171)	recognize the historic and contemporary approaches to literacy.
3.36	(172)	assess the effects of discrimination on the learners.
3.36	(173)	make daily lesson plans.
3.27	(174)	maintain a clean, orderly classroom.
3.27	(175)	construct informal reading inventories.
3.18	(176)	incorporate ecology into the curriculum.
3.18	(177)	identify causes of discrimination.
3.18	(178)	interpret the social structure and characteristics of the community.
3.0	(179)	apply theory to the process of program development.
3.0	(180)	involve learners in the process of formulating instructional objectives.
3.0	(181)	gather information on the economically disadvantaged in various ethnic groups.

Mean	Rank Order	Competencies
2.81	(182)	identify similarities and differences between two or more educational philosophies.
2.63	(183)	interpret and use the results of standardized achievement tests.
2.27	(184)	maintain discipline in the classroom.
2.27	(185)	administer standardized tests.
2.09	(186)	include concepts of modern math when selecting curriculum.